



Dennis Intermediate

321 Roland St.

Bishopville, South Carolina

| | | |
|-----------------------|-----------------------|--------------|
| Grades | 4-5 Elementary School | |
| Enrollment | 184 Students | |
| Principal | Kwamine Simpson | 803-484-5386 |
| Superintendent | Dr. Cleo Richardson | 803-484-5327 |
| Board Chair | Sanya Moses | 803-428-5603 |

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

| Year | Absolute Rating | Growth Rating |
|-------------|-----------------|----------------|
| 2008 | At-Risk | At-Risk |
| 2007 | At-Risk | At-Risk |
| 2006 | At-Risk | At-Risk |
| 2005 | At-Risk | At-Risk |
| 2004 | Below Average | Below Average |

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

Percent of students tested in 2007-08 whose 2006-07 test scores were located

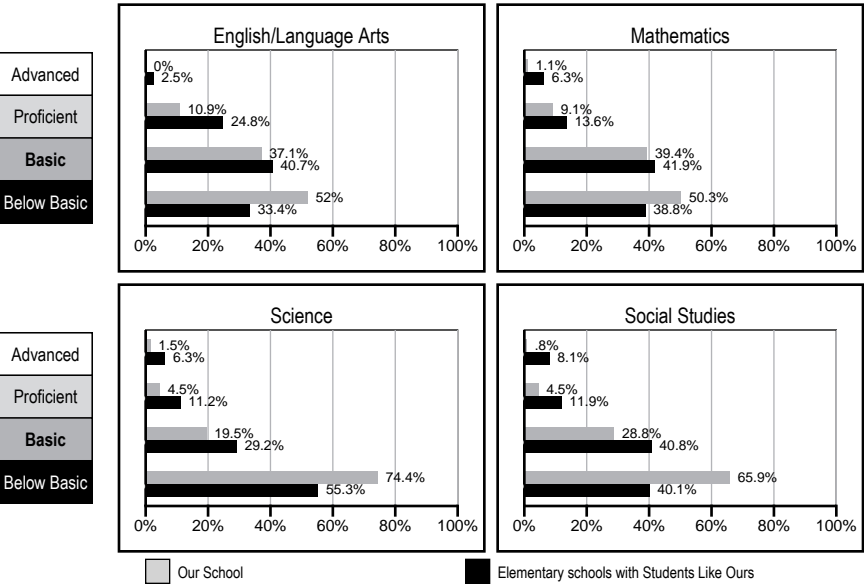
98.9%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

| | | | | |
|-----------|------|---------|---------------|---------|
| Excellent | Good | Average | Below Average | At-Risk |
| 0 | 4 | 6 | 49 | 61 |

* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



* Elementary schools with Students Like Ours are Elementary schools with Poverty indices of no more than 5% above or below the index for the

Definition of Critical Terms

| | |
|-------------|---|
| Advanced | Exceeded expectations, Very high score, very well prepared to work at next grade level |
| Proficient | Met expectations, Well prepared to work at next grade level |
| Basic | Met standards, Minimally prepared, can go to next grade level |
| Below Basic | Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level |

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

School Profile

| | Our School | Change from Last Year | Elementary Schools with Students Like Ours | Median Elementary School |
|--|------------|-----------------------|--|--------------------------|
| Students (n=184) | | | | |
| First graders who attended full-day kindergarten | N/R | N/R | 100.0% | 100.0% |
| Retention rate | 4.2% | Up from 2.0% | 3.1% | 2.3% |
| Attendance rate | 96.5% | Up from 96.0% | 96.0% | 96.3% |
| Eligible for gifted and talented | 1.6% | Up from 0.5% | 2.9% | 10.4% |
| With disabilities other than speech | 14.6% | Down from 16.6% | 7.6% | 7.5% |
| Older than usual for grade | 6.5% | Up from 5.5% | 1.3% | 0.6% |
| Out-of-school suspensions or expulsions for violent &/or criminal offenses | 0.0% | No Change | 0.0% | 0.0% |
| Teachers (n=16) | | | | |
| Teachers with advanced degrees | 37.5% | Up from 33.3% | 53.6% | 56.7% |
| Continuing contract teachers | 75.0% | Down from 80.0% | 68.8% | 77.3% |
| Teachers with emergency or provisional certificates | 15.4% | Down from 23.1% | 0.0% | 0.0% |
| Teachers returning from previous year | 77.6% | Up from 65.1% | 82.6% | 86.4% |
| Teacher attendance rate | 92.8% | Down from 96.8% | 94.9% | 94.9% |
| Average teacher salary | \$41,004 | Up 6.8% | \$43,799 | \$45,345 |
| Professional development days/teacher | 7.2 days | Down from 7.7 days | 13.9 days | 12.6 days |
| School | | | | |
| Principal's years at school | 2.0 | Up from 1.0 | 3.0 | 4.0 |
| Student-teacher ratio in core subjects | 17.6 to 1 | Down from 18.4 to 1 | 16.4 to 1 | 18.5 to 1 |
| Prime instructional time | 88.8% | Down from 92.1% | 89.3% | 89.8% |
| Opportunities in the arts | Good | No Change | Good | Good |
| SACS accreditation | Yes | No Change | Yes | Yes |
| Parents attending conferences | 100.0% | Up from 97.8% | 100.0% | 100.0% |
| Character development program | Good | Down from Excellent | Excellent | Excellent |
| Dollars spent per pupil* | \$8,446 | Down 6.4% | \$8,235 | \$7,052 |
| Percent of expenditures for instruction* | 60.2% | Down from 63.6% | 68.4% | 69.1% |
| Percent of expenditures for teacher salaries* | 47.8% | Down from 54.6% | 60.6% | 64.2% |

* Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

Report of Principal and School Improvement Council

Dennis Intermediate School, a Title 1 School, is the only Intermediate School in Lee County.

Dennis Intermediate School is in the second year of change. The grade configuration was 4-6 and is currently 4-5 and now serves 187 students. We are housed in the same building as Dennis Middle School that serves approximately 425 students in grades 6-8.

Dennis Intermediate School is the recipient of the 21st Century Grant. The grant provides funding for an afterschool program with a focus on Math, Science, English-Language Arts, and Technology. Other programs to enhance student achievement include a Tutorial Computer Lab, Small Group Instruction, and an additional afterschool tutorial program with a focus on Science and Social Studies. We have also increased the use of manipulatives to reinforce critical thinking skills in all content areas. Our students have opportunities to explore the world of science through the use of FOSS Science Kits.

We have also implemented a Character Education Program to help build self-esteem and reward students for positive behavior. Students are rewarded for academic achievement and other accomplishments through our monthly awards program with participation from our parents and the community.

Our school district recently purchased a newly adopted curriculum guide developed by Anderson Five School District. Our teachers meet weekly to plan successful teaching strategies and to brainstorm new ideas and interventions that will assist our students in being successful.

Because of the improvement rating on our school report card, we were required to implement a Focused School Renewal Plan. Through this plan we have an increased focus on instruction in all academic areas.

We continue to foster community relations and parental involvement through our Parenting Coordinator, PTO, School Improvement Council, and News Letters. Some initiatives include Doughnuts for Dads, Muffins for Moms, Students' Awards Day, Night of Family Learning, and PACT Night.

We continue to strive for excellence and communicate our vision and values as we prepare our students to be successful at the next level.

At Dennis Intermediate, "WE ARE TEACHING TO REACH EVERY CHILD EVERY DAY."

Robert Ervin, Principal
 Derrick Hilliard, School Improvement Council Chairperson

Evaluations by Teachers, Students and Parents

| | Teachers | Students* | Parents* |
|--|----------|-----------|----------|
| Number of surveys returned | 15 | 80 | 52 |
| Percent satisfied with learning environment | 86.7% | 85.3% | 66.0% |
| Percent satisfied with social and physical environment | 66.7% | 72.4% | 71.4% |
| Percent satisfied with school-home relations | 53.3% | 91.0% | 72.5% |

* Only students at the highest elementary school grade level and their parents were included.

| | |
|---------------------------------|----|
| School Adequate Yearly Progress | NO |
|---------------------------------|----|

This school met 7 out of 13 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

* Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

| | |
|---------------------------|-------------|
| School Improvement Status | Restructure |
|---------------------------|-------------|

| School Improvement Key | |
|------------------------|---|
| NI | Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice. |
| CSI | Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services. |
| CA | Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action. |
| RP | Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan. |
| R | Restructure-The school missed AYP after two years of corrective action. Sanction: Implement the restructuring plan. |
| DELAY | The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay." |
| HOLD | The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold." |

Teacher Quality and Student Attendance

| | Our District | State |
|---|--------------|-------|
| Classes in low poverty schools not taught by highly qualified teachers | N/A | 1.8% |
| Classes in high poverty schools not taught by highly qualified teachers | 12.5% | 6.8% |

| | Our School | State Objective | Met State Objective |
|---|------------|-----------------|---------------------|
| Classes not taught by highly qualified teachers | 6.7% | 0.0% | No |
| Student attendance rate | 96.5% | 94.0% | Yes |

* Or greater than last year

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PACT Performance By Group

| | Enrollment 1st Day of Testing | % Tested | % Below Basic | % Basic | % Proficient | % Advanced | School % Proficient and Advanced* | District % Proficient and Advanced* | State % Proficient and Advanced* | Performance Objective Met | Participation Objective Met |
|--|-------------------------------|----------|---------------|---------|--------------|------------|-----------------------------------|-------------------------------------|----------------------------------|---------------------------|-----------------------------|
|--|-------------------------------|----------|---------------|---------|--------------|------------|-----------------------------------|-------------------------------------|----------------------------------|---------------------------|-----------------------------|

English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

| | | | | | | | | | | | |
|------------------------------|-----|-----|------|------|------|-----|------|------|------|-----|-----|
| All Students | 187 | 100 | 51.7 | 36.9 | 10.8 | 0.6 | 12.5 | 18.3 | 48.2 | No | Yes |
| Gender | | | | | | | | | | | |
| Male | 98 | 100 | 54.9 | 33 | 11 | 1.1 | 13.2 | 14.5 | 41.7 | N/A | N/A |
| Female | 89 | 100 | 48.2 | 41.2 | 10.6 | 0 | 11.8 | 21.8 | 55 | N/A | N/A |
| Racial/Ethnic Group | | | | | | | | | | | |
| White | 11 | 100 | 50 | 37.5 | 12.5 | 0 | 25 | 28.1 | 60 | I/S | I/S |
| African American | 173 | 100 | 52.1 | 37 | 10.3 | 0.6 | 11.5 | 17.9 | 31.7 | No | Yes |
| Asian/Pacific Islander | 1 | I/S | I/S | I/S | I/S | I/S | I/S | I/S | 70.4 | I/S | I/S |
| Hispanic | 2 | I/S | I/S | I/S | I/S | I/S | I/S | 20 | 38.4 | I/S | I/S |
| American Indian/Alaskan | N/A | I/S | I/S | I/S | I/S | I/S | I/S | N/A | 47 | I/S | I/S |
| Disability Status | | | | | | | | | | | |
| Disabled | 35 | 100 | 90.6 | 6.3 | 0 | 3.1 | 3.1 | 7.5 | 16 | I/S | I/S |
| Migrant Status | | | | | | | | | | | |
| Migrant | N/A | I/S | I/S | I/S | I/S | I/S | I/S | N/A | 38.1 | N/A | N/A |
| English Proficiency | | | | | | | | | | | |
| Limited English Proficient | 3 | I/S | I/S | I/S | I/S | I/S | I/S | 21.1 | 36.9 | I/S | I/S |
| Socio-Economic Status | | | | | | | | | | | |
| Subsided meals | 155 | 100 | 53 | 36.9 | 9.4 | 0.7 | 10.7 | 17 | 34 | No | Yes |

Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

| | | | | | | | | | | | |
|------------------------------|-----|-----|------|------|------|-----|------|------|------|-----|-----|
| All Students | 187 | 100 | 50 | 39.8 | 9.1 | 1.1 | 16.5 | 12.4 | 45.8 | No | Yes |
| Gender | | | | | | | | | | | |
| Male | 98 | 100 | 49.5 | 35.2 | 13.2 | 2.2 | 20.9 | 12.6 | 45.6 | N/A | N/A |
| Female | 89 | 100 | 50.6 | 44.7 | 4.7 | 0 | 11.8 | 12.1 | 45.9 | N/A | N/A |
| Racial/Ethnic Group | | | | | | | | | | | |
| White | 11 | 100 | 37.5 | 37.5 | 25 | 0 | 25 | 31.3 | 59 | I/S | I/S |
| African American | 173 | 100 | 50.9 | 40.6 | 7.9 | 0.6 | 15.2 | 11.2 | 26.9 | No | Yes |
| Asian/Pacific Islander | 1 | I/S | I/S | I/S | I/S | I/S | I/S | I/S | 71.3 | I/S | I/S |
| Hispanic | 2 | I/S | I/S | I/S | I/S | I/S | I/S | 35 | 38.1 | I/S | I/S |
| American Indian/Alaskan | N/A | I/S | I/S | I/S | I/S | I/S | I/S | N/A | 46.2 | I/S | I/S |
| Disability Status | | | | | | | | | | | |
| Disabled | 35 | 100 | 87.5 | 12.5 | 0 | 0 | 6.3 | 4.7 | 17.1 | I/S | I/S |
| Migrant Status | | | | | | | | | | | |
| Migrant | N/A | I/S | I/S | I/S | I/S | I/S | I/S | N/A | 32.5 | N/A | N/A |
| English Proficiency | | | | | | | | | | | |
| Limited English Proficient | 3 | I/S | I/S | I/S | I/S | I/S | I/S | 36.8 | 38.7 | I/S | I/S |
| Socio-Economic Status | | | | | | | | | | | |
| Subsided meals | 155 | 100 | 49 | 42.3 | 8.1 | 0.7 | 15.4 | 11.5 | 31.4 | No | Yes |

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PACT Performance By Group

| | Enrollment 1st Day of Testing | % Tested | % Below Basic | % Basic | % Proficient | % Advanced | School % Proficient and Advanced* | District % Proficient and Advanced* | State % Proficient and Advanced* | School Attendance Rate | District Attendance Rate |
|--|----------------------------------|----------|---------------|---------|--------------|------------|--------------------------------------|--|-------------------------------------|---------------------------|-----------------------------|
|--|----------------------------------|----------|---------------|---------|--------------|------------|--------------------------------------|--|-------------------------------------|---------------------------|-----------------------------|

Science

| | | | | | | | | | | | |
|------------------------------|-----|-----|------|------|-----|-----|-----|------|------|------|------|
| All Students | 142 | 100 | 73.9 | 19.4 | 4.5 | 2.2 | 6.7 | 6.7 | 35.7 | 96.5 | 95.1 |
| Gender | | | | | | | | | | | |
| Male | 75 | 100 | 71.4 | 18.6 | 5.7 | 4.3 | 10 | 9.1 | 37.4 | 95.8 | 94.7 |
| Female | 67 | 100 | 76.6 | 20.3 | 3.1 | 0 | 3.1 | 4.6 | 33.8 | 97.3 | 95.4 |
| Racial/Ethnic Group | | | | | | | | | | | |
| White | 9 | I/S | I/S | I/S | I/S | I/S | I/S | 13.6 | 49.2 | 94.5 | 92.7 |
| African American | 131 | 100 | 74.4 | 19.2 | 4.8 | 1.6 | 6.4 | 6.3 | 17 | 96.7 | 95.2 |
| Asian/Pacific Islander | 1 | I/S | I/S | I/S | I/S | I/S | I/S | I/S | 58 | 95 | 93.8 |
| Hispanic | 1 | I/S | I/S | I/S | I/S | I/S | I/S | 9.1 | 24.9 | 95 | 96.2 |
| American Indian/Alaskan | N/A | I/S | I/S | I/S | I/S | I/S | I/S | N/A | 37.4 | N/A | N/A |
| Disability Status | | | | | | | | | | | |
| Disabled | 26 | 100 | 87.5 | 8.3 | 0 | 4.2 | 4.2 | 4 | 14 | 95.1 | 94.1 |
| Migrant Status | | | | | | | | | | | |
| Migrant | N/A | I/S | I/S | I/S | I/S | I/S | I/S | N/A | 21.9 | N/A | N/A |
| English Proficiency | | | | | | | | | | | |
| Limited English Proficient | 2 | I/S | I/S | I/S | I/S | I/S | I/S | I/S | 24.4 | 95 | 95.6 |
| Socio-Economic Status | | | | | | | | | | | |
| Subsided meals | 116 | 100 | 75.9 | 18.8 | 4.5 | 0.9 | 5.4 | 5.1 | 21.1 | 96.7 | 95.1 |

Social Studies

| | | | | | | | | | | | |
|------------------------------|-----|-----|------|------|-----|-----|-----|------|------|------|------|
| All Students | 141 | 100 | 65.9 | 28.8 | 4.5 | 0.8 | 5.3 | 7.1 | 34 | 96.5 | 95.1 |
| Gender | | | | | | | | | | | |
| Male | 72 | 100 | 55.2 | 35.8 | 7.5 | 1.5 | 9 | 8.9 | 36.6 | 95.8 | 94.7 |
| Female | 69 | 100 | 76.9 | 21.5 | 1.5 | 0 | 1.5 | 5.4 | 31.3 | 97.3 | 95.4 |
| Racial/Ethnic Group | | | | | | | | | | | |
| White | 7 | I/S | I/S | I/S | I/S | I/S | I/S | 28.6 | 44.5 | 94.5 | 92.7 |
| African American | 132 | 100 | 67.2 | 28.8 | 4 | 0 | 4 | 5.7 | 19.1 | 96.7 | 95.2 |
| Asian/Pacific Islander | 1 | I/S | I/S | I/S | I/S | I/S | I/S | I/S | 58.9 | 95 | 93.8 |
| Hispanic | 1 | I/S | I/S | I/S | I/S | I/S | I/S | 33.3 | 27.5 | 95 | 96.2 |
| American Indian/Alaskan | N/A | I/S | I/S | I/S | I/S | I/S | I/S | N/A | 32.7 | N/A | N/A |
| Disability Status | | | | | | | | | | | |
| Disabled | 24 | 100 | 81 | 19 | 0 | 0 | 0 | 5.6 | 14.4 | 95.1 | 94.1 |
| Migrant Status | | | | | | | | | | | |
| Migrant | N/A | I/S | I/S | I/S | I/S | I/S | I/S | N/A | 22.6 | N/A | N/A |
| English Proficiency | | | | | | | | | | | |
| Limited English Proficient | 2 | I/S | I/S | I/S | I/S | I/S | I/S | 40 | 27.3 | 95 | 95.6 |
| Socio-Economic Status | | | | | | | | | | | |
| Subsided meals | 118 | 100 | 65.2 | 29.5 | 5.4 | 0 | 5.4 | 5.8 | 21 | 96.7 | 95.1 |

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

PACT Performance By Grade Level

| | Grade | Enrollment 1st Day of Testing | % Tested | % Below Basic | % Basic | % Proficient | % Advanced | % Proficient and Advanced* |
|-----------------------|-------|-------------------------------|----------|---------------|---------|--------------|------------|----------------------------|
| English/Language Arts | | | | | | | | |
| 2007 | 3 | N/A | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV |
| | 4 | 95 | 97.9 | 55.6 | 37.8 | 6.7 | 0 | 6.7 |
| | 5 | 96 | 100 | 71.7 | 22.8 | 4.3 | 1.1 | 5.4 |
| | 6 | N/A | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV |
| | 7 | N/A | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV |
| | 8 | N/A | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV |
| 2008 | 3 | N/A | I/S | I/S | I/S | I/S | I/S | I/S |
| | 4 | 97 | 100 | 46.2 | 35.2 | 17.6 | 1.1 | 18.7 |
| | 5 | 90 | 100 | 57.6 | 38.8 | 3.5 | 0 | 3.5 |
| | 6 | N/A | I/S | I/S | I/S | I/S | I/S | I/S |
| | 7 | N/A | I/S | I/S | I/S | I/S | I/S | I/S |
| | 8 | N/A | I/S | I/S | I/S | I/S | I/S | I/S |
| Mathematics | | | | | | | | |
| 2007 | 3 | N/A | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV |
| | 4 | 95 | 100 | 58.7 | 28.3 | 10.9 | 2.2 | 13 |
| | 5 | 96 | 100 | 63 | 29.3 | 7.6 | 0 | 7.6 |
| | 6 | N/A | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV |
| | 7 | N/A | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV |
| | 8 | N/A | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV |
| 2008 | 3 | N/A | I/S | I/S | I/S | I/S | I/S | I/S |
| | 4 | 97 | 100 | 46.2 | 42.9 | 8.8 | 2.2 | 11 |
| | 5 | 90 | 100 | 54.1 | 36.5 | 9.4 | 0 | 9.4 |
| | 6 | N/A | I/S | I/S | I/S | I/S | I/S | I/S |
| | 7 | N/A | I/S | I/S | I/S | I/S | I/S | I/S |
| | 8 | N/A | I/S | I/S | I/S | I/S | I/S | I/S |
| Science | | | | | | | | |
| 2007 | 3 | N/A | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV |
| | 4 | 95 | 100 | 80.4 | 15.2 | 4.3 | 0 | 4.3 |
| | 5 | 48 | 100 | 78.3 | 17.4 | 2.2 | 2.2 | 4.3 |
| | 6 | N/A | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV |
| | 7 | N/A | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV |
| | 8 | N/A | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV |
| 2008 | 3 | N/A | I/S | I/S | I/S | I/S | I/S | I/S |
| | 4 | 97 | 100 | 69.2 | 23.1 | 4.4 | 3.3 | 7.7 |
| | 5 | 45 | 100 | 83.7 | 11.6 | 4.7 | 0 | 4.7 |
| | 6 | N/A | I/S | I/S | I/S | I/S | I/S | I/S |
| | 7 | N/A | I/S | I/S | I/S | I/S | I/S | I/S |
| | 8 | N/A | I/S | I/S | I/S | I/S | I/S | I/S |
| Social Studies | | | | | | | | |
| 2007 | 3 | N/A | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV |
| | 4 | 95 | 100 | 78.3 | 21.7 | 0 | 0 | 0 |
| | 5 | 49 | 100 | 86.4 | 13.6 | 0 | 0 | 0 |
| | 6 | N/A | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV |
| | 7 | N/A | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV |
| | 8 | N/A | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV |
| 2008 | 3 | N/A | I/S | I/S | I/S | I/S | I/S | I/S |
| | 4 | 96 | 100 | 65.6 | 30 | 3.3 | 1.1 | 4.4 |
| | 5 | 45 | 100 | 66.7 | 26.2 | 7.1 | 0 | 7.1 |
| | 6 | N/A | I/S | I/S | I/S | I/S | I/S | I/S |
| | 7 | N/A | I/S | I/S | I/S | I/S | I/S | I/S |
| | 8 | N/A | I/S | I/S | I/S | I/S | I/S | I/S |

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